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At the 1968 annual meeting of the Commission of Professors of Adult Education small group discussions were held on the following graduate course areas: survey in, or introduction to, adult education; program development; adult learning; organization and administration; research seminars. Fifteen brief reports ("Interesting Things") were given on topics of personal interest or concern. Allen Tough's position paper on the future direction of the Commission was followed by workshop-type group discussions of objectives identified by Tough. Chairmen then made special reports on the progress of their respective committees. New business consisted of election of new executive committees, a professorial exchange program, and appointment of new committees. (The appendix includes the position paper; a preliminary self-diagnosis form for program planning; data on professorial skills; and 65 references. (ly)

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# COMMISSION OF PROFESSORS
# OF ADULT EDUCATION

Minutes of

1968 Annual Meeting

Iowa City, Iowa

November 12 and 13, 1968

AC 003 787

Commission of Professors of Adult Education
Annual Meeting November 12 and 13, 1968
Iowa House, Memorial Union
University of Iowa, Iowa City, Iowa.

Presiding: Wayne Schroeder, Florida State University; Members Present: Dewey Adams, North Carolina State; George Aker, Florida State; H. Mason Atwood, Indiana; Bob Carlson, Saskatchewan; John Craddock, Ball State; James Draper, Ontario Institute for Studies in Education; Eugene DuBois, Boston; G. Kenneth Gordon, Indiana; Virginia Griffin, Ontario Institute for Studies in Education; William Griffith, Chicago; Norman High, Ontario Institute for Studies in Education; Irwin Jahns, Florida State; Russell Kleis, Michigan State; Malcolm Knowles, Boston; Alan Knox, Columbia; Burton Kreitlow, Wisconsin; Ivan Lappin, Syracuse (Representing Sandy Liveright); Ann Litchfield, Chicago; Jack London, California; Paul Moore, Virginia Polytechnic Institute; John Niemi, British Columbia; John Ohliger, Ohio State; Lester Perrill, Arizona State; John Peters, North Carolina State; Randel Price, Missouri; Hew Roberts, Visiting Professor, British Columbia; Russel Robinson, Wisconsin-Milwaukee; George Russell, North Carolina State; Observers Present: Morris Brown, United States Office of Education; Roger DeCrow, ERIC/Adult Education; Paul Delker, United States Office of Education; James Dorland, NAPSAE; Gene Johnson, Georgia; Roy Minnis, United States Department of Education, Region 8; Pedro Sanchez, United States Office of Education; Hamilton Stillwell, Adult Education Association of USA; Wilson Thiede, Wisconsin; Allen Tough, Ontario Institute for Studies in Education; Guests Present: John Davies, Iowa; Alton Hadlock, Utah; Willard Lane, Iowa (representing UCEA); Gordon Wasinger, Iowa.

Tuesday Morning, November 12.

Registration took place in the Ballroom Lobby of the Memorial Union beginning at 8:15 A.M.

Introductions Chairman Schroeder called the meeting to order at 9:00 A.M. and introduced the members, observers, and guests who were present. He referred briefly to the enjoyable tour of the Amana Colonies that some of the professors had taken on the previous afternoon and congratulated Gordon Wasinger and J. Leonard Davies of the University of Iowa for the excellent arrangements which had been made for the group. Wasinger then oriented the professors to eating facilities, etc. on campus and Schroeder reviewed the meeting agenda for the two days.

Improving Graduate Instruction - Five course areas more or less common to most adult education graduate programs had been identified by Ingham in his survey of graduate programs. From 10:00 to 11:30 the professors met in small groups to discuss the course areas in which they had an interest. The areas were: 1) Survey or Introduction, 2) Program Development, 3) Adult Learning, 4) Organization and Administration, and 5) Research Seminar. At 11:30 the professors met again in the large group and heard a report from each small group.

The reports which follow were written by the reporter in each group and submitted to the secretary.

Group 1 "Survey or Introduction to Adult Education" Chairman: George Russell; Group Members: Mason Atwood, Hamilton Stillwell, Wayne Schroeder, John Ohliger, Burton Kreitlow, Robert Carlson, Lester Perrill, Gordon Wasinger ; Recorder: James Draper. The group centered its discussion around the questions suggested on the Commission's program outline.

1. Upon comparing this graduate course as it is offered by the universities represented by the members of the group, it was found that: a) usually the course is called "Survey" or "Introduction" to Adult Education. One notable exception was indicated in Russell's title of his course "Adult Education: History, Philosophy, Contemporary Nature". b) there are difficulties in comparing the courses with respect to course hours because of the variations at universities between the quarter system, semester system, academic year. No attempt was made to try and equate the courses to hours of class time. c) with few exceptions, all of the courses spent the greater amount of time on the contemporary part of adult education, covering the "global" aspect of the field and hence touching on various aspects of it including a brief portion on adult learning, organizations in the field, methods, and so on. The amount of time within each course spent on the history of adult education varied. d) the value of the introductory course seemed to be many-fold: (1) to favourably introduce the student to the broad field of adult education, "to have the student begin to appreciate the field", "to have the student become excited about the field", "to have him/her become committed to it", (2) to introduce the student to a method of self-involvement and self-responsibility for learning", (3) to have the student understand the basic concepts from each of the major disciplines within and peripheral to the field, and (4) to introduce the student to the leaders in the field. e) with few exceptions, the Introductory course was a prequisite to advanced study in the field, often leading to some specialization in the field. The course was seldom in isolation but was part of a total program in adult education. f) references stated on bibliographies varied greatly from those most identified with the field to those which are not normally identified to it such as novels, autobiographies and biographies. g) with the noted exception of Florida, Wisconsin, and Saskatchewan, the introductory course is exclusively a graduate course. For the three universities named, undergraduates may also enrol. h) within the course, the generally agreed-upon purpose for discussing terminology was to encourage the student to develop his/her own impression of what constituted "adult education" and not to come to an agreed upon neat definition of the term. i) the introductory course almost always attracted persons apart from those in the school systems such as nurses, engineers, clergy, members from business, industry, unions and so on. In general, such a course is heterogeneous in membership. j) many approaches, methods, techniques were used in presenting the material, such as, an adaption of the game 'password' to cover the historical part of the course (Shroeder); use of video tape by students as well as by the instructor (Kreitlow); discussing 'current events' (Stillwell); class member presentations and wide use of outside resource

persons (Draper). A variety of audio-visual and other techniques were used.

2. The group only generally discussed such topics as the evaluation of graduate programs, programs for the intended researcher, academician and field worker, and "training" and "education".

Members of the group agreed to share with other members course outlines and bibliographies.

Group 2 "Program Development", Chairman: Malcolm Knowles, Recorder: Russell Robinson.

Professors in the group reported on courses, approaches, methods and objectives relative to their institutions. Questions were raised relative to the proliferation of courses concerned with phases of the program development process. The range is from one course to as many as four courses. There was concern expressed also about the content appropriate for a course in program development.

Knowles outlined "basic elements or phases in program development", i.e.

1. Establishment of a climate conducive to adult learning emphasizing forces and factors in environment for learning.
2. Establishment of structure for mutual planning, i.e. involvement of the learner.
3. Diagnosis of needs: 1) needs of individual, 2) needs of institution, 3) needs of community.
4. Formulations of directions for growth (not "terminal" objectives).
5. Designing a program plan (sequence, continuity, integration).
6. Selection of resources (personnel, materials, techniques).
7. Evaluation.

In substance at least most of the group concurred with this outline.

Major discussion then centered around means used in involving classes in the program development process, so students experience the process themselves. Means suggested included: 1) involving the class itself in planning its own learning experiences with teams of students preparing and presenting topics, 2) having teams of class members select an outside "client-system" to develop a consultant relationship, develop criteria for evaluation of program process and report to class and "client-system" (institution or agency), 3) one or more students act as consultant to a board in actual session while rest of class observes (fishbowl), 4) single students select and evaluate (as well as develop criteria) of a particular adult education institution's programing process. Discussion of the document entitled "Preliminary Self-Diognosis for Program Planning" prepared by Knowles to aid adult education students in planning their own graduate programs. A copy of this document is included in the Appendix of these minutes.

There was considerable discussion of student evaluation and self-grading with or without professors' later consultation and amendment to grades. Most students it appears go through something of a "traumatic experience" when confronted with setting their own objectives, designing their own learning and assessing their own development. Virtually all professors agreed that such learning was vital in translating the theory to practice.

One professor requires weekly progress reports from students along with their objectives for the next week's learning and the experiences they will engage in.

Group 3 "Adult Learning" Chairman: George Aker; Group Members: John Craddock, Eugene DuBois, Randel Price, Recorder: John Niemi.

In order to understand the frame of reference that was being used by the other members of the group, it was agreed that each person give a short descriptive report on their course(s). A concern for the type of student served by the adult education programs resulted in the presentation of five different approaches to a course in adult learning. These approaches varied from a course with a theoretical base to courses with a focus on the "nuts and bolts". A number of courses included both theory and techniques on "how to do it". The course at Ball State differed from the other course as a result of orientation to biological research and the implications of findings to learning.

The topic of prerequisites was briefly discussed. At Florida State University, individual reading programs are encouraged for students who have an inadequate background in learning theory.

In response to the question, should we build a course or expand to service, the group made the following recommendations:

1. Adult educators should not turn this course over to educational psychologists. This is one of the essential areas of study in the discipline and it should not be offered to individuals who are not qualified or do not have an interest in the adult learner.
2. Courses offered in learning by educational psychologists should be used to enrich an individual student's doctoral program. Concern for course objectives resulted in a number of approaches to setting behavioral objectives. These were:
   a. The use of attitudal pre-tests to determine the student's background in adult education (Florida State University).
   b. The students are provided with an opportunity to state their own objectives (Ball State and Boston University).
   c. The use of an instrument which enables the student to review his own learning experiences. The resulting paper provides the instructor with some background on the students for use in setting course objectives and provides the students with an opportunity to set their own objectives.

   A focus on resources resulted in the sharing of items that had been found to be valuable by members of the group.
   Texts: Comb, Arthur and Snugg. Individual Behavior

Bothwinck Cognitive Processes in Maturity and Old Age
Byron Psychology of Learning
Films: "Eye of the Beholder", "Learning Theory and Classroom Practice in Adult Education" (University Microfilms)
Tape: Rogers, C. "Basic Encounter Groups" (UCLA)
Records: Banks' records on social problems.
Other Resources: Bound papers of students in prior courses. This technique is used at UBC to provide students with a model of outstanding work and is a motivating force that results in students turning in quality work.

The topic of evaluation was discussed and the following approaches were presented:

1. A number of professors present the students with the assignment to do a paper on the status of the art. The student's attempts to publish this paper provides a basis for evaluation.
2. At Florida State University, the students are asked to write a paper on the types of questions asked on the doctoral exam. The rest of the class selects an evaluation committee which evaluates the student's defense.
3. An open book examination which allows the student to use an individual or group approach in answering the questions is a technique used at Ball State University.
4. Students at a number of the institutions represented are given an opportunity to contract for part of their grade. This was usually in the affective domain.
5. All of the group members used an unsigned evaluation form in order to acquire feedback from the students.

Group 4 "Organization and Administration" Chairman: William Griffith; Group Members: Dewey Adams, Alan Knox, Pedro Sanchez, Recorder: Paul Moore.

Question 1 and 2 What areas are we trying to teach? content etc.?

A. The group agreed a knowledge of the history and evaluation of the adult education movement both in U.S.A. and England was essential as a background to the study of organization and administrative aspects. Reference was made to several writings as J. F. C. Harrison - Learning and Living 1790-1960 Toronto: University of Toronto Press, 1961; Thomas Kelly - A History of Adult Education in Great Britain Liverpool: Liverpool University Press, 1962; Malcolm S. Knowles - The Adult Education Movement in the United States, New York: Holt, Rinehart and Winston, 1962. Also mentioned was the evaluation of NAPSAE and other educational organizations either active now or in past. It was suggested that a study of the history of adult education in the Community Colleges might be fruitful. William Griffith is in process of a study of this kind now.

B. Content would need to include administrative and organizational theory. (1) Include ways of putting the physical together with people such as staffing, coordination, financing, etc. (2) develop a process for moving bodies of knowledge to areas where the application would solve problems (3) case study as a means of teaching organization and administration as to problem solving is now possible by programmed materials using computer techniques.
C. (1) Concepts of Administration and Organization might be compared to a "verb" and "noun" respectively in that Administration would deal with implementing programs of planning, using creativity drawing from many areas of the behavioral sciences. The importance of organization and administration was considered especially important areas of needed training and competency because a large share of academically trained adult educators move into positions of administration or situations involving decision making in organization, staffing, financing or budgeting. Training in organization and administration would call for theory training in matching physical and human resources--a process of moving back and forth and relating bodies of knowledge to overcoming, through application, problems of the administration. Columbia has a computerized program so organized as to use case history to bear on the decision making process.

Thoughts discussed relative to administration dealt with techniques and procedures used in accomplishing goals and objectives. Administration might be viewed as a "verb" whereas organization might be considered as a "noun" The one an active ongoing process-the other a more rigid framework. (2) Sources as books included Joseph A. Litterer, Organizations: Structure and Behavior New York: John Wiley and Sons, Inc., 1963 and James G. March, editor, Handbook of Organizations Chicago: Rand, McNally and Company, 1965. (3) Hopefully administration would include leadership as well as followship in the sense of "to accomplish goals" already set up. (4) Administration would include setting up and implementing coordination, cooperation involving team approach. Here the group discussed models of free wheeling (drawing together) group personnel to get the job done.
D. Among areas of administration and organization would be the teaching or development of concepts such as the: (1) concept of educational values-ability and background-strength to question the tried, the approved way-the true way, etc. (2) concept of change, its implications, to people, rates of change and subsequent implications (3) the nature of bureaucracy (4) concepts of goals, models, systems (5) concepts of structure, function and boundary maintenance (6) concepts of organizational charts, - what they are and what they are not (7) concepts of process in areas of decision making, creativity, innovativeness, coordination, cooperation and competition (8) concepts of power, motivation, morale building, adoption, feedback and evaluation.

Group 5 "Research Seminar" Chairman: Ann Litchfield; Group Members: Wilson Thiede, Allen Tough, Bill Lane; Recorder: Roy Minnis.

Status of Teaching of research in Adult Education: Each institution has a number of courses for graduate students which taught the primary skills of statistics, measurement, design and analysis. Such courses seemed to have much in common from institution to institution although the number differed markedly.

Most of the specific training of the graduate students in adult education was accomplished through graduate advisement procedures, "tutorials" and the formal central focus of the training was through Seminars.

Wisconsin provided three such experiences, namely, the Seminar in Adult Education, the Agriculture and Extension Seminar and the Systematic Research Seminar. The first mentioned was sponsored in education and the latter two in the graduate program in agriculture and extension. The first varied in content in relation to the faculty member assigned and the specific determined needs of the students, but was totally concerned with research and was offered in the fall. Each student prepared and presented for critique and analysis a research problem he designed at the time this procedure was most appropriate to his needs. Outside assistance was provided the students by the Center for Experimental Design, but in no case did this group pick the topic or actually design the project.

Chicago holds a Research Seminar each Thursday afternoon which stresses problem selection, skills in research methodology, data collection procedures, appropriate analysis skills and the all-over problem of research design. All students are expected to participate fully during the total time of their student status at the university. They ordinarily register for credit only once, that quarter most appropriate to their presentation of their problem. The Seminar is utilized by the students to develop the critical skills of problem analysis by utilizing a broad spectrum of research, but more significantly their own research, either that which will lead to a thesis problem or another of their choosing. The content is supervised by a student-faculty committee. Each graduate student presents his thesis formulation before the Seminar with a total critique before appearing before a faculty hearing committee. He also presents his thesis abstract to the Seminar before being permitted to defend his thesis at his orals.

The Institute (OISE) maintains two Seminars in research, one for masters candidates and one for doctorates. They are permitted to register only for a one year period. All sessions are taped to permit more depth and repeated analysis. The content is determined by the isolation of the difficiencies of the students in research. Specific objectives include: 1) A group experience with other graduate students wrestling with research problems, 2) Develop increasing competence in dealing with research, research problems, design, analysis and writing, 3) Practice in presenting, critizing, and accepting advice about research, 4) Development of scholars in adult education research, 5) Develop a

sequential attack on an adult education problem utilizing differing research tools, 6) Provide for an appreciation of scholarly research, 7) Develop skills in reacting "research-wise" to problems, hearing and listening skills, interaction competence and written documentation, 8) Provides for appropriate dialogue forum between faculty and groups of students, 9) Provides for an orderly pursuit of problems, logical analysis, future direction of one's own research, understanding of a multiplicity of research attacks

Resources of instructional materials utilized include items listed on the two bibliographies which appear in the Appendix to the minutes. One list is from the OISE and one is from The University of Chicago.

Procedures: The general tone of the discussion reflected flexibility to meet the needs of the student, fill in gaps, utilization of the optimum time for learning and the student-faculty combination of decision-making about content.

Evaluation: Evaluation procedures were varied and usually subjective because of the varying nature of the content and procedures. Chicago used a pre-test at the beginning of one seminar and post-test at the end of the seminar to set the tone of competence or demonstrated lack of same. Analytical evaluations by students of presentations during the seminar, procedures used, analysis of a graduate student's own presentation. Grading was apparently done in relation to a student's own group and progress. One institution utilized the research seminar as a process of depth insight into a student's potential for further graduate work.

Tuesday Afternoon, November 12.

Copies of the position paper by Allen Tough entitled "Objectives and Activities" were distributed to the group for reading prior to discussion of the future direction of the Commission scheduled for Wednesday morning. A copy of the position paper is included in the Appendix to these minutes.

Under the agenda heading of "Interesting Things" the following items were presented either for discussion or for information: Report of some HEW activities by Paul Delker, Liveright Study for USOE, Education Commission of the States, Professional Standard's Committee Proposal, Professorial Exchange Project, the new Handbook, Western Interstate Commission, Kreitlow's "Taxonomy of Research," Report of Doctorates in Adult Education, Workshop on Teacher Training in Adult Basic Education, Other degree alternatives to research-based dissertations, the "Teaching-Learning Transaction", an Educational Professions Development Act Proposal, Undergraduate courses in adult education and a Masters of Adult Education Administration program. Each item is referred to below.

Report by Paul Delker - with the forthcoming change in administration the Washington climate is uncertain. Some personnel changes have

occurred in the division of adult education, however, which Delker reported: in Civil Defense - Hal Williams, In Adult Basic Education - Derek Nunney has moved to the Teacher Corps and his position in Adult Basic Education is open; Morris Brown is the Acting Director, In Community Service, Title I, Dr. Pete Sanchez is Director. Gene Welden has been made Executive Secretary to the National Advisory Council of Title I and the National Advisory Committee on Adult Basic Education.

The USOE fellowship program will continue. If any professor wishes to work out a cooperative arrangement for graduate students (with funds) who wish to study at the USOE for six months to one year they should contact Paul Delker.

Some plans for the Educational Professions Development Act (EPDA) include adult education as part of the total plan. Dates for plans are June 1 for colleges and universities and June 15 for State Departments.

Liveright Study for USOE - Ivan Lappin reported for Sandy Liveright since Sandy could not be at the meeting. A statement entitled "Study of New Institutional Arrangements and Organizational Patterns for Continuing Education" was distributed and discussed briefly. A copy of the statement is in the Appendix to these minutes. The statement describes a one-year study being undertaken at Syracuse University by Sandy for which Sandy seeks some help from the professors of adult education. It was requested that the professors write to Sandy if they have ideas and suggestions about the study, and particularly if they have undertaken any surveys of adult education programs using some comprehensive scheme of consortium or coordination (locally or otherwise) or if they have ideas or suggestions for models like R & D type organizations or the NET consortium which Sandy might be able to incorporate or use as a model in his study.

Education Commission of the States (formerly Compact on Education) - Schroeder reported for Andy Hendrickson on the Compact on Education in relation to the Commission of Professors of Adult Education. Glenn Jensen, Wayne Schroeder and Andy Hendrickson have been working on the establishment of cooperative relationships with the Education Commission of the States. Approximately 38 states are cooperating in this effort by governors and legislators to coordinate and fund key issues in education. Wendel Pierce is their Executive Secretary. Schroeder has written a paper for this group entitled "Concerns about Adult Education" and he had copies of this paper distributed to the Professors earlier this year. Roy Minnis volunteered to obtain a list of the states who were cooperating and to get that list to the Professors in those states who are then requested to get in touch with legislators and key members and state their concerns about adult education.

Professional Standards Committee Proposal - Last year at the Professors Meeting in Philadelphia in a discussion about the future role of the Commission and the organizational structure of AEA some concern was expressed about the full-time "professional" adult educator and whether the structure of AEA really provides that person with a "home." Some

felt that AEA as presently set-up provides such a professional home, others felt that AEA needs to be restructured and others felt that another organization needs to be created. In discussion Bob Boyd made the following motion:

> "I make the following motion -- Resolved that the Commission of Professors of Adult Education request the Executive Committee of AEA to appoint five members who have been classified as professional members to a committee and to contact other organizations in the field of adult education to send representatives to a special meeting of a committee of professional adult educators in the latter part of April, 1968 to consider the establishment of an organization of professionals in the field of adult education".

This motion was not passed but in discussion numerous attempts were made to rephrase or revise the idea with the result that the Executive Committee of the Commission of Professors was asked to draft a statement of concern and submit it to the Executive Committee of AEA. This was done, and that statement plus a record of the discussion which led to it has been included by George Russell in the minutes of the Philadelphia meeting of the Commission.

At the Iowa City meeting George Russell reported what had occurred during the year with regard to the concern as expressed above. A Professional Standards Committee consisting of Edgar Boone, Chairman, Robert Boyd, Wayne Schroeder, Wesley Wiskell, Sandy Liveright, Malcolm Knowles, Emily Quinn, George Russell, Glen Jensen, Hamilton Stillwell, and Gene Johnson had been appointed by Hamilton Stillwell and had met twice (once in Raleigh, once in Chicago) to discuss whether "a subdivision should be formed within the Association (AEA) to meet the needs more fully of those who are full-time professionals in the field of adult education." The quote is from an October 7, 1968 letter written by Ed Boone, and the letter goes on to state that "it is the opinion of our committee that such a sub-division should be established. We believe that it will strengthen the Association. Our committee has come to his decision after a year's deliberations."

George Russell then distributed, on behalf of the Professional Standards Committee, a document which had been drafted by Bob Boyd and which was intended to set-up the proposed constitution for such a sub-division. Considerable discussion ensued. The following summary is intended to convey the sense of the discussion.

Hamilton Stillwell spoke about two concerns which he thought the Professors might have with respect to the proposal. First, would such a sub-division be devisive to AEA? He thought not. Second, can such an organization legally be created by AEA? and the answer is that there is the power and constitutional procedure for such action.

Malcolm Knowles spoke against the proposal, stating that it would create a "closed" society leading to stultification of the field. The creation of a "professional" group would lend to the denegation of the "amateur" thus creating first and second class citizenship. Hew Roberts supported these beliefs and cited NAPSAE as an example where one group then split from another group, causing divisiveness in the field.

John Ohliger asked about the needs of the professional that aren't being met at present by AEA? Bill Griffith spoke to the advantage of having all teachers and researchers under one roof at one time. George Aker spoke to the need for the provision of an association for our Ph.D. graduates to affiliate with. Ken Gordon suggested that such an organization would provide a "home base" for the professional adult educator who otherwise meets only with his "speciality" group, e.g., NAPSAE, or nursing association group, or librarians association, etc.

John Craddock reviewed some historical conflict when the dues structure of AEA was revised to include a professional membership. The committee which attempted to establish criteria for professional membership was forced to accept the present situation whereby a person designates himself as a professional member.

Ham Stillwell indicated that it was his understanding that the new organization would meet during AEA and not at times separate from AEA.

Wilson Thiede said that the proposal is not relevant today because 1) AEA has changed - now the largest proportion of the membership <u>is</u> professional. Also professional membership would be difficult to define. He referred to page 2 of the document where a graduate degree would be the only criteria which could be enforced, and this could lead to an "elitist" group. He noted that in the recent AEA elections all persons were university adult educators and he felt <u>that</u> ought to concern us.

Alan Knox agreed with the general purpose of the statement which had been drafted by the Executive Committee of the Commission last year but disagreed with the mechanism which was being suggested to implement that statement. He stated the following functions performed by an effective professional organization: 1) entry into the field, 2) helping relationships among those in the field, 3) protection of interests of the field, e.g., legislation, 4) affiliations of the membership with persons working in institutions of adult education other than your own (e.g., voluntary agencies, university agencies, etc.); 5) the continuing education of the members, 6) solidarity, and 7) outreach. He suggested two solutions to the Commission: 1) <u>really</u> broaden the membership of the Commission of Professors of Adult Education and/or 2) organize task forces in AEA to work on such functions and urgent issues in adult education.

Malcolm Knowles suggested that the Commission ask for time at the AEA meeting next year and invite the "professionals" under discussions to meet with us for the purpose of "influencing us."

George Russell reminded us of the two meetings for persons interested in the "professionals" which are scheduled at the AEA meeting in Des Moines and said he believed he had the "sense" of the group and would report back to Ed Boone and his committee.

The Commission then voted on three questions: 1) those in favor of the purpose as suggested last year? unanimous yes; 2) those in favor of some professional society within AEA, but not necessarily like that as presented by the proposal? 10 against, 7 yes; 3) those in favor

of the proposal as presented (of the seven who voted yes to the second question, no one voted yes to this question).

Professorial Exchange Project - Schroeder distributed a survey form to collect data, which, in his words, "when compiled and distributed may both stimulate and facilitate institutional exchange of professorial resources. The assumptions made by the iniator of this project are: (1) That exchange of professors for brief periods of time is profitable for both the professors and graduate programs of adult education concerned, (2) That the present level of professorial exchange -- visitation is being limited by an incomplete awareness of opportunity, inconvenience associated with temporary moves . . i.e...securing housing, etc., and by inability to secure replacement for the home institution, (3) That the roles of professors of adult education at the various institutions are comparable, making exchange possible."

If you haven't received a copy of the Professorial Exchange Project form please contact Wayne Schroeder. Completed copies of the form should be sent to him by late January.

The new Handbook of Adult Education - It was reported that MacMillan Publishing Company will have received all chapters of the new Handbook in final form by March 15. It was suggested that, in view of the almost instant-obsolence of so much material, that supplementary chapters and revisions be published separately and that this be recommended to MacMillan. John Ohliger told the group about Papertexts a process whereby this could be done quickly. Contact John Ohliger for more information about Papertexts.

Western Interstate Commission - Roy Minnis reported on this organization of thirteen western states and a baseline study of editorial needs which is being conducted. Study recommendations will be incorporated into a proposal which will be made available to the professors. It was suggested that western state professors of adult education make their desires known and perhaps help determine the recommendations to be made.

Taxonomy of Research - Burt Kreitlow has been receiving many requests for his taxonomy and is having larger quantities made available. Contact Burt if you wish to have copies.

Doctorates in Adult Education - Cy Houle will be reporting the [illegible] adult education doctorates received during the year in Adult Leadership (and not in Adult Education which has published it in the past). The request for information about doctorates awarded in your program will be coming to you soon. Please respond promptly.

Membership on Teacher Training in Adult Basic Education. A number of basic adult education leaders have worked with Bill Griffith to plan this workshop to be held at The University of Chicago March 9-18, 1969. The workshop aims to increase and to improve university teacher training programs in adult basic education. The workshop has three levels

of concern: the actual ABE program; the teacher training program; and the program for trainers. Workshop emphasis will be placed on available research findings and an assessment of the quality of research in ABE. The program is designed to serve professors of adult education who are now or who intend to be involved in the training of ABE teachers. All the professors of adult education should have received an application to attend and if you have not it is a regrettable oversight. In the event you have not received an application and if you are interested in attending, drop Griffith a line.

Alternatives to Research Based Dissertations - There is increasing interest in many fields of graduate study, including adult education, in exploring advanced degree alternatives other than those which have research-based dissertations as the final criteria for the doctorate. If you have information about such alternatives or interest in this matter, contact Malcolm Knowles.

General Bibliography - Knowles and DeBois have assembled a general bibliography on adult education. If you would like to have a copy, contact them.

The Teaching-Learning Transaction - John Niemi reported about a persoal-inventory technique he found successful in teaching about adult learning. A copy of "The Teaching-Learning Transaction" inventory is included in the appendix.

Also reported by John Niemi was a technique for obtaining more thoughtful and outstanding student papers by having those papers bound, then making the bound document available to other adult education students.

EPDA Proposal - Wayne Schroeder reported on a proposal which Florida State has submitted for EPDA funding for an experimental off-campus program to compare students engaged in a "traditional" versus an "atypical" graduate study program. Contact Wayne for more information.

Undergraduate Courses in Adult Education - Ken Gordon mentioned the following programs where one course in adult education can be taken by undergraduates: Texas, Florida, Ball State, Ohio State, Wisconsin and Virginia.

Master's Program in Adult Education Administration - John Niemi reported on the inauguration of a graduate program leading to a Master's degree in Adult Education Administration which began with the Fall Quarter, 1968, at Seattle University. For more information about the program, contact Dr. Lloyd J. Elias, Professor of Adult Education, Program Coordinator, Room 566, Pigott Building, Seattle University, Seattle, Washington 98122.

The meeting adjourned for the day at 5 P.M.

Tuesday Evening, November 12.

Several committees met in the evening: the two committees on simulation materials for the public school adult education administrator met together, and the committee on the career brochure had a meeting. Other groups met informally throughout the evening.

Wednesday Morning, November 13.

Chairman Schroeder opened the meeting at 9:15 A.M. with a brief summary of the activities of the preceeding day. Professors new to the meeting that day were introduced.

National Seminar on Adult Education Research - An October 1, 1968 statement by Allen Tough was distributed. The statement outlines some recommendations about the NSAER and was circulated for informational purposes and in the hope the professors would read it and advance some criticisms and suggestions about it to Allen who is chairman of the 1969 Seminar. Some form of these recommendations will be discussed and voted upon at the NSAER meeting in Toronto in February.

The Future Direction of the Commission -- Objectives and Activities - Allen Tough introduced his position paper entitled "Objectives and Activities". A copy of that paper is included in the Appendix to these minutes. One paragraph from that paper explains why the paper was written:

> "After the 1967 meeting of the Commission, it seemed to me that our work might benefit greatly from some intensive thought about our comprehensive objectives and their relative importance. Consequently, I set out to clarify my own thinking about these objectives, and about the activities we undertake in order to achieve them. After reading the first draft of my thinking, several members of the executive committee offered useful suggestions and agreed that a revised version of the paper should be discussed at the 1968 meeting."

It was emphasized that the discussion to follow in small groups organized around each of the objectives stated in the paper was not for the purpose of pleasant discussion but for the tough task of planning the steps for action on the part of the Commission. The desired end product of the small group meetings are to be specific recommendations to include who is taking responsibility for what.

Four groups were organized around the following objectives: Group 1: to provide opportunities for each faculty member to gain knowledge that will help him (or her) with his responsibilities in planning and operating a graduate program; Group 2: to increase the contribution to knowledge made by students and professors; Group 3: to encourage contributions to the body of knowledge in our field; that is, to encourage and facilitate theory-building, research, and dissemination;

Group 4: to influence and help (in direct and immediate ways) the applied field (the practitioners) of adult education (Tough's 5th objective), and to influence practitioners to support graduate study (Tough's 3rd objective). The four groups met from 9:30 to 11:30, then the total group reconvened at 11:45 for group reports. The reports of the recorders follow:

Group 1 - Recorder: Bob Carlson, Group Members: John Ohliger, Lester Perrill, Alton Hadlock, Eugene DuBois, George Russell, Russell Kleis, Ivan Lappin, Randel Price, Paul Moore, Russell Robinson, Virginia Griffin, H. Mason Atwood, Wayne Schroeder, Morris Brown. Recommendations of Group 1 to Strengthen Graduate Programs by:

1. Helping to further liberalize and sensitize the membership through a yearly seminar at the Commission meeting, student and faculty exchanges among institutions with adult education programs, regional and national seminars among students and faculty.

2. Help to inform members:
   1. Seminars such as education courses and exchange of course outlines.
   2. Regular newsletter.
   3. Round-robin letter.
   4. Learn what curriculum study group of extension education professors have done.

   Encourage research and systematic appraisal:
   1. Extend and update Ingham report.
   2. Evaluation of graduates
   3. Evaluation of progress by graduates.
   4. History of Commission of Professors.

General:

1. Broaden membership and participation - a new associate member category for those teaching one or two classes.
2. Stress active recruitment.
3. Placement: more systematic lists of those graduating from our programs.

Need to select a realistic number of these recommendations to implement through the coming year.

Commission needs increased visibility in higher education. Write to Deans to encourage development of progress. Here at Iowa, need to thank host and indicate support for the adult education program here.

Group 2 - Recorder: Allen Tough, Group Members: Irwin Jahns, Ann Litchfield, Alan Knox, Malcolm Knowles, John Peters.

During the morning of November 13, 1968, several members of the Commission of Professors of Adult Education met to discuss various

ways of strengthening the contribution made by the research of students and professors. 1) One project resulting from this discussion is the development of a list of outstanding theses in adult and extension education. Ann Litchfield has agreed to be responsible for this, at least in the early stages, 2) Professors will be encouraged to prepare papers about the current status or stage of adult education research, and about needed research and promising new directions. These papers will be made available to professors and students in mimeographed form or through publication in some appropriate journal or other form. Malcolm Knowles has agreed to prepare one paper, presenting his views of the research strategy that is appropriate at the current stage of development of research in our field, 3) Professors will be encouraged to prepare papers about ways of producing better theses: that is, about how to improve the process of helping the thesis student plan and conduct his research. The ways of helping him include one-to-one counseling or advice, research seminars, research courses, and suggested reading. Alan Knox has agreed to prepare such a paper in the spring of 1969, possibly including a discussion of the distinctions between the professional degree (Ed.D.) and the research degree (Ph.D.). It is hoped that this paper will stimulate others. Allen Tough, as chairman of the Task Force on Research established at this meeting, will send a memo to all professors of adult education and extension education to encourage and inform them about various opportunities.

Group 3 - Recorder: James Draper, Group Members: Ken Gordon, John Niemi, William Griffith, Donnie Dutton, Dewey Adams, Don Seaman.

The group gave careful attention to the proposal "Objectives and Activities" written by Allen Tough.

1. Griffith shared with this small group a memorandum he has written to the committee on "Theory Building and Application Seminar" in which he discusses a proposal for the development and funding of a theory building seminar. Such a seminar was discussed by the group and the majority felt that a seminar of this kind should be encouraged. Later in the plenary session, the members were asked to indicate whether or not they would be interested in attending such a seminar. About 15 persons indicated a strong interest. Any one of the last three weeks in May seemed to be a fairly convenient time for such a meeting.

TASK: To procede with the planning of a theory building seminar to take place in Chicago, probably sometime in May.

CHAIRMAN: William Griffith. Members of the Commission are encouraged to contact Bill expressing their interests and giving him their suggestions.

2. Griffith asked the committee members whether they felt that there was a need for regular "State of the Art Research Conferences", an example of which would be the 1969 Adult Basic Education conference to be held in Chicago. Discussion on this topic raised such questions as:

Should one institution attempt to do this?
Should such conferences be held annually?
Should conferences of this kind be viewed as an official function of the Commission?

What would be the purpose of such conferences? It was generally felt that the format for a conference of this type would be the presenting of working papers relating to the particular theme of the conference and to publish these papers along with the discussion of them. The publication could have similarities to the present NSSE publications. The primary purpose of such conferences would be to critically examine the areas of research which has been done in a particular adult education area and to identify areas of research which need to be done.

Topics for other conferences, held annually, might include residential education, participation in adult education, continuing education of professional groups, and so on.

TASK: To carefully assess the suitability and success of the 1969 Conference on Adult Basic Education and on the basis of this experience consider the feasibility of having regular "State of the Art Conferences". When discussed in the plenary session, members of the Commission agreed to this procedure.

CHAIRMAN: William Griffith

3. Relating to the above topic as well as to the discussion centering around the possible revision or up-dating of the Overview of Adult Education Research, committee members felt that each member of the Commission should be strongly encouraged to identify an area of research interest and competence and to write a review of research in this area. It was understood that already certain Departments of Adult Education, as well as individuals within them, had already identified themselves with some special area of enquiry. One group member suggested that such 'pairing' of a professor's name with an area of interest should be made known to members of the Commission. Also, that annual progress reports be made by such professors to the Commission and further that if no progress was apparent within a twelve month period that it would likely be appropriate for another member of the commission to indicate taking on the task. The committee's discussion on this topic was not extensive but members of the commission are encouraged to express their reactions to this idea to William Griffith.

4. The above mentioned suggestions imply that a close contact with ERIC/AE would be essential. Believing that reviews of research was essential to the development of the field of adult education, the committee discussed the desirability of various members of the Commission spending from six to eight weeks at the ERIC center at Syracuse. The committee felt that it would be desirable if more than one professor could be at Syracuse during the same period of time. Each professor could be working within his/her own area of specialization but at the same time have the benefit of interacting with colleagues. The committee shared this idea with Roger DeCrow who in return responded very favourably to the idea.

TASK: To seek funds that would permit members of the Commission to spend time at Syracuse, utilizing the resources of ERIC in reviewing research in a given area of adult education.

CHAIRMAN: James Draper

5. The committee discussed a number of topics raised by Allen Tough. Members were aware that commission members were working on such revision and publications as the Handbook of Adult Education (Aker, Kidd, Smith) and the Review of Educational Research (Gale Jensen). The suggestion of the committee to encourage Commission members to work on specific reviews of research is one way of updating the material but it was felt also that more and further attempts should be made to see that the Overview was in fact up-dated. Specific attempts should be made to see that this was done.

TASK: To explore with a publishing company, such as MacMillan Company, the possibilities of receiving an advance of money in return for the Commission taking responsibility for up-dating and revising the Overview.

CHAIRMAN: James Draper

6. General discussion. It was not felt in general that the lack of funds for publishing research in adult education was an acute problem at this time. Committee members felt strongly that each professor of adult education should be responsible for seeing that an abstract of each student's dissertation should be sent to ERIC/AE.

Chairmen for the above mentioned tasks would like to receive comments and suggestions from members of the Commission.

The morning meeting adjourned at 12:15 and the report of Group 4 was made at the afternoon meeting.

Group 4 - Recorder: John Craddock

We too saw visibility of the Commission as a need and we also discussed the need for expanding the communications with the single course professor.

We propose that the Commission of Professors of Adult Education take on an increased leadership role by forming a task force (volunteers) to focus on issues of national consequence on which the Professors should have a position. On these issues the task force will prepare position papers and present recommendations to the Commission at each year's annual meeting. Following a position taken by the Commission, the same task force or a special committee will design the strategies needed to effect public policy on the issue in question. Examples -- Is Adult Education adequately represented on important planning groups related to adult education (Example - White House Conferences, National Advisory Council, EPDA Planning, Education Commission of the States, etc.) Who will volunteer for this Task Force? A committee will be

formed by the Executive Committee from among the volunteers.

In general discussion of all four group reports the following Task Forces of the Commission were organized and the persons listed were designated as the official communicator for their Task Force to the Commission Chairman and the Commission membership:

Task Force on Strengthening Graduate Programs - John Ohliger
Task Force on Research - Allen Tough
Theory Building and ABE Workshops - Bill Griffith
Task Force on ERIC and other Publications - James Draper
Task Force on Influencing the Adult Education Practitioner - John Craddock

All members of the Commission are asked to send comments and suggestions for action to the persons in charge of whatever Task Force in which they have an interest. Task Force members were encouraged to contact one another and encouraged to meet if possible during the year in order to be able to take more effective action.

John Ohliger thought that his group might have a report in five or six months, Allen Tough's group in March or April, Craddock's group by April 1. Griffith suggested three possible time blocks for the proposed Theory Building Workshop, and received about the same show of hands for each suggestion. The Workshop has now been scheduled for May 21-25.

<u>Nominating Committee Report</u> -

Continuing members:
Ann Litchfield
Allen Tough

New nominees:
Burton Kreitlow
Eugene DuBois
George Russell

Nominee for chairman:
Burton Kreitlow

Each of the nominees has been contacted and has agreed to serve if elected.

Nominating committee members:
Emily Quinn
Russell Kleis
Wilson Thiede, Chairman.

Submitted for the committee by:

Russ Kleis
Iowa City 11/13/68

The recommendations of the Committee were unanimously accepted. The new Executive Committee planned to meet in Des Moines during AEA, and also planned to try to get together during the year.

Swiss Federation of Adult Education - Schroeder read a letter from the Swiss Federation which is interested in publishing research information and articles about the training of adult educators. If you have an article or information for them send it to: Dr. H. Amberg, Swiss Federation of Adult Education, Beckenhofstrasse 6, Postfach 8035 Zurich.

Journal of Educational Research - Schroeder reported for Gale Jensen on his investigation of the possibility of another article on adult education research. The Journal is filled up to 1970. They are accepting no new articles until a Stanford Survey Institute report is in which is investigating the nature of the readership of the Journal.

Girl Scout Newsletter - Schroeder read a letter from Helen Goldstein of the Girl Scouts of America requesting material for a Newsletter which they publish. They would like to include information from the professors about summer workshops, innovations in teaching content in adult education, and research about volunteers, leader-training and small group activities. Send information to Mrs. Goldstein. Schroeder agreed to write her and suggest she get in touch with Nick Mitchell for information available from Adult Leadership.

Professor-Student Get Together at AEA - Griffith reminded the professors of the get-together at AEA.

USOE/Commission Relationships - Schroeder briefly reviewed an August 12, 1968 letter he had sent to Grant Venn on behalf of the Commission. The letter outlined activities and concerns of the Commission and suggested and encouraged ways in which the Commission and the United States Office of Education might work together. In the discussion Paul Delker agreed to try to find ways in which funds might be made available in mutually advantageous ways. Schroeder agreed to send Delker a list of the Commission membership so that all members could be put on the USOE consultant list. Schroeder and Kreitlow agreed to work up a draft budget for possible funding for some Commission meetings and submit it to Delker.

Program Committee for the Commission - The Executive Committee was asked to consider the committee structure of the Commission in view of the newly organized Task Forces and the increasing size of the Commission. One suggestion offered was the possibility of a program committee to relieve the Commission Chairman of some of that responsibility.

Simulation Materials for Public School Adult Education Administrators - The two committees connected with this cooperative project with the University Council for Educational Administration made a joint report. The central committee (consisting of Ann Litchfield, Chairman, Malcolm Knowles, Randel Price, Emily Quinn and Wilson Thiede) had been charged with the responsibility for exploring with UCEA the possibilities of developing simulated materials for the public school adult education administration. Subsequently Gene DeBois, in cooperation with Terry Idell and others at UCEA, developed a set of materials. A sub-committee (consisting of Ken Gordon, Chairman, Andy Hendrickson, Gale Jensen and Russell Kleis) was then appointed to examine the materials and make recommendations to the central committee. The two committees recommended that Gene DuBois be congratulated on his work and it was suggested that in any further action that UCEA or others may take that Gene be asked to serve as a consultant. Also, it was recommended that the logical representatives of the target audiences for the materials be consulted by Ann Litchfield (i.e., State Directors of Adult Education, NAPSAE, AAJC), and that one person or a small number of persons be asked to make any revisions in the material they judge to be appropriate. It was suggested that such revision might include items in a memo that Russell Kleis was asked to write. Thus, it was felt that some up-dating and revision of the material would be desirable (since so many important

issues have arisen since the material was first developed), and perhaps that some greater account be taken of the generalizability of the case under study and the issues-of-the-day. The recommendations of the committees were accepted by the Commission and, after the actions as suggested above have been taken by Ann Litchfield, the committees are to be disbanded. UCEA was wished every success in carrying out the project and it is expected that the Commission will help in every way it can to foster the sale and appropriate use of the materials when they become available.

Professors Skill Bank - Irwin Jahns reported on the survey which had been conducted in the Autumn. A summary of that report is included in the Appendix.

National Referral Center for Science and Technology - Roger DeCrow distributed a folder of information describing the Center. The Center, a part of the Library of Congress, Washington, D.C., is compiling a comprehensive inventory of information resources in the physical, biological, social, and engineering sciences, in order to provide those interested in science and technology with advice on where and how to obtain information on specific topics. This inventory will include any organization, institution, group, or individual with an existing store of knowledge or expertise in a specific or general field from which it is willing to provide authoritative answers to scientific or technical questions.

Roger suggested that the Commission of Professors of Adult Education might wish to register with the Center and Schroeder agreed to contact the enter and report whatever action is taken back to the membership.

The Council of Graduate Schools in the United States - The Council of Graduate Schools provides an appraisal and consultation service for institutions that wish (1) advice with regard to the establishment of new graduate programs; (2) an appraisal of established programs; (3) an examination of their resources for future development; (4) a review of their organizational and administrative structure. The Council maintains up-to-date lists of specialists in many disciplines as well as of generalists in interdisciplinary fields and in graduate school administration. It is clearly understood that this is strictly an advisory service and not some form of accreditation. The Council is not an accrediting agency. It is interested only in giving help where it is needed and where it is wanted. Schroeder asked what the Commission members desired with respect to listing our names as specialists in adult education available for such appraisal and consultation service. In the discussion it was generally agreed that such a listing would be a good idea but it was requested that Schroeder contact the Council for additional clarification and report back to the Commission on the nature of necessary agreements.

Liaison Committee with ERIC - Allen Tough reported on liaison committee activities with ERIC. It is hoped that the professors will encourage that recent dissertations (and past dissertations back to 1960) be submitted to ERIC. Also an attractive information kit has been developed and is being tested which should help students better understand and find information out of the ERIC system. Roger DeCrow noted that ERIC is an information analysis center, not a service center, although (in response to a question by Malcolm Knowles) he indicated that upon occasion (and for a purpose where the information would be widely copied and disseminated) that some searches are made in response to personal requests. DeCrow noted the fine response to their services that had been made by NAPSAE in the establishment of an information service center at the NAPSAE office.

Report of 1968 NAPSAE Meetings in Seattle - Jim Dorland reported on this meeting as a "happening" rather than a conference. Approximately 700-800 persons were registered including 100 from Canada. So many pre-conference activities took place that "the tail almost wagged the dog". The emphasis at the meeting was on the use of technology. Paul Miller's address on Family Life Education was a highlight.

Jim then reported on some action which had taken place at the business meeting as follows: although 45% of the NAPSAE membership are also members of NEA, it is not required that the NAPSAE members hold membership in NEA; consideration was given to a possible name change for NAPSAE (e.g. National Association for Publicly Supported Adult Education) to make the name more appropriate for community college members but no definitive action was taken at the meeting; NAPSAE hopes to become more involved in program, e.g., through their clearinghouse of resource information set-up (as referred to earlier by Roger De Crow) and through evaluation of State Departments of Education programs; NAPSAE wishes to encourage proposals of all kinds for training programs for state directors of adult education; and they are looking forward to the publication soon of their new Handbook for Public School Adult Educators to which some of the professors have contributed.

The meeting was adjourned at 4 P.M. and most of the professors then were bused by the University of Iowa to Des Moines, stopping to eat together at Newton, Iowa on the way.

Respectively submitted,

Ann Litchfield, Secretary

# APPENDIX

21C

BOSTON UNIVERSITY GRADUATE PROGRAM OF ADULT EDUCATION

Preliminary Self-Diagnosis for Program Planning

Name of student:_____. Date: _____

In order to help your adviser help you in planning a program of learning experiences that will build on your present strengths and develop needed new strengths in the competencies required of adult educators, please rate your own assessment of your present level of performance in each of the following competencies:

| Required Functions | Relevant Competencies | Self-Rating: Don't Know | Weak | Fair | Strong | Recommended Learning Experiences |
|---|---|---|---|---|---|---|
| I. Role of the Educational Generalist | | | | | | |
| A. Formulation of policies, objectives, program | 1. Understanding of the role of education in the social order. | | | | | |
| | 2. Ability to identify and think philosophically about educational issues. | | | | | |
| | 3. An understanding of the process of human growth and learning. | | | | | |
| | 4. Ability to evaluate institutional effectiveness and educational outcomes. | | | | | |
| | 5. Ability to involve others in decision-making processes. | | | | | |
| B. Obtaining public understanding and support of education | 1. Understanding of the dynamics of community behavior | | | | | |
| | 2. Skill in planning and executing strategies of community involvement and communication. | | | | | |
| | 3. Ability to plan and carry out community surveys. | | | | | |

| Required Functions | Relevant Competencies | Self-Rating: Don't Know | Weak | Fair | Strong | Recommended Learning Experiences |
|---|---|---|---|---|---|---|
| C. Planning, supervising, and evaluating learning activities | 1. Understanding of principles of curriculum development. | | | | | |
| | 2. Skill in performing a helping role in supervision and collaboration. | | | | | |
| | 3. Ability to formulate behavioral objectives. | | | | | |
| | 4. Ability to select and use a variety of methods to achieve particular objectives. | | | | | |
| | 5. Ability to measure learning outcomes. | | | | | |
| | 6. An accepting attitude toward learners and skill in motivating and guiding their learning. | | | | | |
| | 7. Understanding of and skill in use of group processes in learning. | | | | | |
| D. Participation in the advancement of education | 1. Ability to interpret and apply research findings in the social sciences. | | | | | |
| | 2. Ability to conduct and report original research. | | | | | |
| | 3. Skill in providing professional leadership. | | | | | |
| | 4. Ability to communicate orally and in writing at a professional level. | | | | | |
| | 5. Interest in reading professional literature and participating in professional associations. | | | | | |
| E. Other | 1. | | | | | |
| | 2. | | | | | |

| Required Functions | Relevant Competencies | Self-Rating: Don't Know | Weak | Fair | Strong | Recommended Learning Experiences |
|---|---|---|---|---|---|---|
| II. Role of the Adult Education Specialist | | | | | | |
| A. Formulation of adult education policies, objectives, and programs. | 1. Understanding of the function of adult education in society. | | | | | |
| | 2. Understanding of the unique characteristics of adults as learners. | | | | | |
| | 3. Ability to diagnose needs of individuals, organizations, and communities for adult education. | | | | | |
| | 4. Knowledge of the wide variety of institutions in adult education and their special roles. | | | | | |
| | 5. Understanding of andragocical principles of program development. | | | | | |
| | 6. Ability to plan and execute strategies of institutional and community change. | | | | | |
| B. The organization and administration of programs of adult education | 1. Understanding of organizational theory and dynamics. | | | | | |
| | 2. Skill in selecting, training, and supervising leaders and teachers. | | | | | |
| | 3. Skill in managing administrative processes. | | | | | |
| C. The performance of special functions required in particular adult education roles | 1. | | | | | |
| | 2. | | | | | |
| | 3. | | | | | |
| | 4. | | | | | |

Part of Group 5 Report
Tuesday Morning, November 12

# SELECTED RESOURCES ON RESEARCH AND RESEARCH METHODS

Education 483 - Research Seminar in Adult Education
Autumn 1968 - The University of Chicago
Professor Ann Litchfield

## I. Introduction to Research


Best, John W. Research in Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.

Borg, Walter R. Educational Research: An Introduction. New York: David McKay Company, Inc., 1963.

Culbertson, Jack A. and Henclay, Stephen P. (eds.). Educational Research: New Perspectives. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1963.

Kerlinger, Frederick N. Foundations of Behavioral Research: Educational, Psychological, and Sociological Inquiry. New York: Holt, 1964.

Lazarsfeld, Paul F. and Rosenberg, Morris (eds.). The Language of Social Research. Glencoe, Illinois: The Free Press, 1955.

Mandler, George and Kessen, William. The Language of Psychology. New York: John Wiley and Sons, 1959.

McAshan, Hildreth Hoke. Elements of Educational Research. New York: McGraw-Hill Book Company, Inc., 1963.

Merton, Robert K. Social Theory and Social Structure. Rev. ed. Glencoe, Illinois: The Free Press, 1957.

Mouly, George J. The Science of Educational Research. New York: American Book Company, 1963.

Travers, Robert M. W. An Introduction to Educational Research. 2nd ed. New York: The Macmillan Company, 1964.

Van Dalen, Deobold B. Understanding Educational Research. 2nd ed. New York: McGraw-Hill and Company, Inc., 1962.

II. Philosophical-Logical Analysis

Cohen, Morris R. and Nagel, Ernest. An Introduction to Logic and Scientific Method. New YOrk: Harcourt, Brace and Company, 1934.

Dewey, John. How We Think, A Restatement of the Relations of Reflective Thinking to the Educative Process. Boston: D. C. Heath and Company, 1933.

Dunkel, Harold. "Philosophical Approach to Research," Phi Delta Kappan, XXXV, No. 1 (October, 1953).

Feigl, Herbert and Sellars, Wilfred (eds.). Readings in Philosophical Analysis. New York: Appleton-Century-Crofts, Inc., 1949.

Lerner, Daniel (ed.). Evidence and Inference. Glencoe, Illinois: The Free Press, 1958.

Northrop, F.S.C. The Logic of the Sciences and the Humanities. New York: The Macmillan Company, 1948.

III. Historical-Documentary Inquiry

Barzun, Jacques and Graff, Henry F. The Modern Researcher. New York: Harcourt, Brace and Company, 1957.

Brickman, William W. Guide to Research in Educational History. New York: New York University Bookstore, 1949.

Hockett, Homer Carey. The Critical Method in Historical Research and Writing. New York: The Macmillan Company, 1955.

Komarovsky, Mirra (ed.). Common Frontiers of the Social Sciences. Glencoe, Illinois: The Free Press, 1957.

IV. Quantitative Inquiry

Cronbach, Lee J. Essentials of Psychological Testing. 2nd ed. New York: Harper and Brothers, Publishers, 1960.

Edwards, Allen L. Experimental Design in Psychological Research. Rev. Ed. New York: Holt, Rinehart and Winston, 1960.

_____. Statistical Analysis. Rev. Ed. New York: Holt, Rinehart and Winston, 1958.

_____. Statistical Methods for the Behavioral Sciences. New York: Rinehart and Company, Inc., 1954.

Gage, N. L. (ed.). Handbook of Research on Teaching. Chicago: Rand McNally and Company, 1963.

Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Company, Inc., 1956.

Solomon, Herbert (ed.). Mathematical Thinking in the Measurement of Behavior. Glencoe, Illinois: The Free Press, 1960.

Wallis, W. Allen and Harry V. Roberts. Statistics: A New Approach. Glencoe, Illinois: The Free Press, 1959.

Part of handout 5 reprint, Tues. Morning, Nov. 12.

The Ontario Institute for Studies in Education

Graduate Department of Educational Theory
University of Toronto 1968-69

## 1102X and 3102X: RESEARCH SEMINARS IN ADULT EDUCATION
(Professor Allen Tough)

### Section A. Research Strategy, Design and Technique: For General Interest

File — Briggs, Thomas H. "Research in Education: Limitations and Proposals." Phi Delta Kappan, XLVI (November, 1964), 99-104.

File — Cronbach, Lee J. "The Role of the University in Improving Education." Phi Delta Kappan, XLVII (May, 1966), 539-45.

File — Du Bois, Philip H. "Educational Research in Ongoing Situations." Adult Education, XII (Summer, 1962), 218-22.

501 K96S — Kuhn, Thomas S. The Structure of Scientific Revolutions. Chicago: U. of Chicago, 1962.

File — McIntyre, K. "How to Write a Thesis Without Really Thinking." Phi Delta Kappan, XLVI (November, 1964), 123-25.

152.5 M397 — Maslow, A.H. Motivation and Personality. New York: Harper, 1954. Chap. ii.

508.1 P945L — Price, Derek J. De S. Little Science, Big Science. New York: Columbia, 1963.

### Section B. Research Strategy, Design, Techniques: For Frequent Reference and Use

Ref. 028.7 B959D — Burke, Arvid J. and Burke, Mary A. Documentation in Education. New York: T.C., 1967.

370.78 G646M — Good, Carter V. and Scates, Douglas E. Methods of Research: Educational, Psychological, and Sociological. New York: Appleton, 1954.

370.78 K39 — Kerlinger, Frederick N. Foundations of Behavioral Research: Educational, Psychological, and Sociological Enquiry. New York: Holt, 1964.

370.78 M927 — Mouly, G.V. The Science of Educational Research. New York: Am. Bk. Co., 1963.

300.7 R432 — Research Methods in Social Relations. Rev. ed. By Claire Sellitz, et al. New York: Holt, 1959.

370.78 T781i — Travers, Robert M.W. An Introduction to Educational Research. 2d ed. New York: Macmillan, 1964.

370.78 V224 — Van Dalen, Deobold B. Understanding Educational Research. 2d ed. New York: McGraw, 1962.

## Section C. Completed and Needed Research in Adult Education

016.374 A314A — Aker, George F. Adult Education Procedures, Methods and Techniques: A Classified and Annotated Bibliography, 1953-1963. Syracuse: The Library of Continuing Education at Syracuse University, 1965. (1 copy in Reference)

File — Brunner, Edmund de S. "Adult Education and Its Research Needs." Adult Education, X (Summer, 1960), 218-27.

374 B897 — _____, et al, eds. An Overview of Adult Education Research. Chicago: Adult Ed., 1959.

370.971 C21233C — Canadian Conference on Education, 2d, Montreal, 1962. Conference Study No. 7. Research in Education. Edited by Cecil P. Collins. Ottawa, 1962. (especially the chap. by Wales.)

File — Houle, Cyril O. "Ends and Means in Adult Education Research." Adult Education, XII (Summer, 1962), 212-18.

374 J54 — Jensen, Gale, et al., eds. Adult Education: Outlines of an Emerging Field of University Study. Chicago: Adult Ed., 1964.

374 K73 — Knowles, Malcolm S., ed. Handbook of Adult Education in the United States. Chicago: Adult Ed., 1960. (1 copy in Reference)

File — Knox, Alan B. "Current Needs in Adult Education Research." Journal of Education, CXLVII (February, 1965).

"Research and Investigations in Adult Education." Adult Education, XVII (Summer, 1967), 195-258. (See also previous summer issues.)

File — Research Priorities in Adult Education. Appendix II (F.S.U.)

File — Review of Educational Research, XXXV, 3 (1965), and previous issues devoted to Adult Education.

File — Tough, Allen. Adult Learning Projects. Unpublished. Toronto, June 1967.

File — Washington University. Conference. Objectives and Methods of Research in Adult Education. Washington: Washington U., 1962.

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# OBJECTIVES AND ACTIVITIES

Allen Tough

What are the comprehensive objectives and current activities of the Commission of Professors of Adult Education? Which are highest priority and which are lower? What implications do these priorities have for planning the future work of the Commission?

After the 1967 meeting of the Commission, it seemed to me that our work might benefit greatly from some intensive thought about our comprehensive objectives and their relative importance. Consequently, I set out to clarify my own thinking about these objectives, and about the activities we undertake in order to achieve them. After reading the first draft of my thinking, several members of the executive committee offered useful suggestions and agreed that a revised version of the paper should be discussed at the 1968 meeting.

Two sorts of questions arise after one sets priorities. First, what additional activities and efforts might help us achieve the highest priorities more effectively? Second, should the Commission drop some of the lowest priority objectives and activities, or at least severely limit the time and other resources spent at them? Although some of these low priority goals seem important when viewed seperately, they seem an unwise use of our limited resources when compared to our central concerns.

## FIRST OBJECTIVE

One of the highest priority objectives is this: to provide opportunities for each faculty member to gain knowledge that will help him (or her) with his responsibilities in planning and operating a graduate program. (At the moment let's set aside his responsibilities for conducting research and for helping students with theses.)

For example, it might be useful for a faculty member to learn about the experiences of other universities with curriculum, methods, admission standards, counseling of students, sources of financial aid for students, relevant legislation, developing a library collection, and examinations.

Two of our current activities are directed toward this high priority goal:

1. certain discussions (at our annual meetings) about these matters;
2. the mimeographed reports of Roy Ingham's surveys.

What else should we consider doing? Here are a few suggestions, but no doubt members of the Commission will have additional ideas.

1. Collect and mimeograph additional relevant information (for example, about teaching methods, how to attract good students, how to select good students, how to get employers to give students a well-paid leave of absence) and/or try a round robin letter.

2. Collect and disseminate information about sources of financial aid for students, and about relevant legislation.

3. Provide useful information and advice, preferably free and readily available, to new graduate programs, and to universities considering the establishment or extension of a graduate program.

4. If we want the Commission to enter the picture even earlier, we might consider encouraging each professor to detect potential faculty members among his students, and to provide them with experiences and discussions that will help them decide whether to become a faculty member in adult education and that will help them be effective teachers and planners if they do become a faculty member.

5. Encourage interaction and information-sharing among those who teach each type of course (each subject matter area). This is starting at the November 1968 meeting.

6. Discover which universities would welcome faculty members who want to visit and observe their program for a day or a few days, and facilitate such visits. Consider developing a professorial exchange system.

Probably the membership of the Commission should be open to anyone whose major current responsibilities are those of a graduate professor of adult education or extension education. That is, his main responsibilities are teaching in a graduate program in adult education or extension education, helping thesis students in that field, and conducting research in that field. The major changes proposed, then, are (1) include extension education professors but (2) exclude those who are not currently or primarily professors of adult or extension education. Probably few if any others (whether called observers or something else) should attend the business meetings, unless invited for some specific purpose.

In addition, some of the opportunities for learning about graduate programs might be extended to other faculty members who teach only one or two courses in adult or extension education. (In the rest of this paper I will include extension education in the term "adult education.") We might occasionally (when it will not "cost" the Commission much additional time or other resources) extend these learning opportunities to two other groups, too: faculty members in certain related fields, and doctoral students who probably will soon become faculty members in adult education. None of the persons mentioned in this paragraph would become members of the Commission, but certain mimeographed materials, discussions about graduate programs, and so on might be made available to them.

So far, in discussing this goal, I have said we should help faculty members learn about graduate programs (recruiting students, planning the curriculum, and so on). In addition, however, the Commission should be certain that faculty members have opportunities for gaining the content to be imparted in their teaching.

For example, some faculty members might find it useful to learn about current pioneering efforts in research and theory-building in adult education, about recent activities and decisions of certain organizations, and about recent legislation that influences practice. Various publications and meetings that are not the responsibility of the Commission are already meeting this need fairly well. In addition, the Commission's theory-building institute, publications, and informal interaction contribute to such learning. It seems unnecessary, then, for the Commission to make any further effort in helping faculty members learn up-to-date content for their courses.

SECOND OBJECTIVE

Another goal with very high priority is to increase the contribution to knowledge made by students and professors; that is, to increase the relevance and quality of theses in adult and extension education, and encourage and help the professors in their own research. This new knowledge will itself, in turn, provide additional content for our future graduate programs.

Some of the Commission's activities for improving theses should be directed at faculty members. For example, the Commission should take steps to encourage the members of the Commission to feel strongly committed to making a greater contribution to significant knowledge by helping their students produce more important theses of high quality. Another activity for professors is the discussion on research seminars planned for the 1968 meeting. Perhaps further discussions or mimeographed materials about effective research seminars would be useful. In addition, discussions should probably be held concerning the process of helping thesis students outside a research seminar. And what materials and experiences are most useful for improving one's research competence? Discussion about needed research in our field, and about weaknesses in recent and current research, might be useful. Perhaps some of these matters should be dealt with in mimeographed papers, too, or even in a special workshop or summer institute.

For planning their own research and for guiding student research, some professors may want to increase their general competence in research design, statistical analysis, and so on. The Commission should encourage this, but probably should not actually provide opportunities for such learning. Instead, the members can be encouraged to attend AERA pre-sessions and to read appropriate materials.

In addition, the Commission should devise ways of helping faculty members plan and improve their own particular research projects. The research

training institute at Madison in the summer of 1967 was one useful activity, but others are needed. The institutes should be continued, with appropriate financing, and with an emphasis on help with each participant's own research project. Perhaps help could also be provided throughout the year and in other ways -- through a session of faculty research at the annual meeting of professors, for example, or through written reactions from other professors. Perhaps those professors who are willing to react to a colleague's proposed research should be listed. As a result of such activities, professors will probably conduct more research, and it probably will be more relevant, more clearly focused, and more appropriately designed. If his own research is successful and useful, a professor will probably, in turn, be more effective in helping graduate students plan their thesis research.

The Commission's activities for improving the quality and importance of student research should be aimed not only at the professors, but also at the graduate students themselves. Here are some possible activities, and members of the Commission will probably think of several other possibilities.

1. Urge professors to have the outstanding theses produced by their master's and doctoral students sent to ERIC/AE so that the abstract will be published in Research in Education and the thesis itself will be available through EDRS (although universities that send theses to University Microfilms will probably be satisfied with that form of dissemination). Thus, a variety of models will be available to encourage students to achieve a high level in their own research project. Perhaps a list of the two or three best theses from each university, chosen by a professor there, should be circulated to all members of the Commission.

2. Encourage ERIC/AE to develop a booklet or packet, for distribution to all graduate students in our field through the professors, explaining how to obtain maximum benefits from ERIC and from various bibliographic tools and information systems.

3. Produce a mimeographed publication in which several members of the Commission or other outstanding researchers in adult education present their views on the current status and needs of research in our field.

4. Encourage the National Seminar on Adult Education Research and AEA to provide opportunities for students to meet in one or more small groups to discuss the proposed or current research project of each student who is interested.

5. Explore the possibility of having each thesis proposal sent to one professor of adult education outside the student's university for criticisms and suggestions (if any universities are interested in providing this opportunity for its students).

6. Arrange opportunities for students to obtain additional assistance in planning and conducting their research if this is not available on their own campus.

7. Encourage universities to find money (or cheap travel and accommodation) for students to attend the annual National Seminar on Adult Education Research and other major meetings.

THIRD OBJECTIVE

A high priority objective, but less important than the first two, is the following: to influence practitioners to support graduate study. Three sorts of support can be distinguished.

1. Publicize the potential contribution of graduate study to the individual and the field. Promote a more widespread positive reaction to graduate study, graduate students, and holders of graduate degrees in adult education. Prepare a brochure about graduate study, and arrange for its distribution.

2. Influence government, employers of adult educators, and others to provide relatively generous and unrestricted financial aid for graduate students in adult and extension education. Influence employers to provide a well-paid leave of absence for any able employee who wants to study adult or extension education.

3. Help graduate students obtain suitable positions. Establish policies or procedures for placement of students. Perhaps encourage employers to recruit (or give some preference to) those who are completing or have completed a graduate program.

FOURTH OBJECTIVE

A fourth goal is also very important, though its priority is not as high as the first and second objective. It is to encourage contributions to the body of knowledge in our field; that is, to encourage and facilitate theory-building, research, and dissemination.

Six sub-goals can be distinguished.

1. Stimulate and assist important theory-building relevant to adult education.

Activities currently being planned:
-- a workshop for theory-builders;
-- a subsequent report about the current status of theory-building, about some currently important areas of theory-building, and about some neglected areas that are potentially important.

2. Stimulate (and perhaps obtain financial assistance for) a few major lines of research that will ultimately probably make a very important contribution to the theory and practice of adult education. Perhaps encourage one or two inter-university projects.

3. Encourage or contribute to a few comprehensive publications that will be very useful for graduate teaching or student research.

Examples:

-- dissemination of all doctoral theses and some especially significant master's theses (those that make important contributions to knowledge) through ERIC/AE (EDRS) and University Microfilms;

-- the current efforts to revise the Handbook of Adult Education in the United States;

-- a revision of the Overview of Adult Education Research;

-- the adult education material in the Review of Educational Research;

-- a book of readings in some specific aspect of adult education, perhaps containing mostly reprints of original research reports or articles (for example, ABE; comparative; real-life adult learning);

-- an inventory of research findings relevant to adult and extension education (like the Berelson and Steiner inventory);

-- research findings in certain sub-fields and their implications for practitioners;

-- inexpensive reprints of important articles and reports, such as one publisher now produces in certain other social sciences for about fifty cents each;

-- simulated materials for training administrators and perhaps other adult educators;

-- an NSSE yearbook on a relevant topic.

4. Seek funds for publishing (or find some other means of facilitating publishing) if it becomes evident that some significant work is not being accepted for publication through the regular channels. Such works might include some especially important theses.

FIFTH OBJECTIVE

The fifth objective is to influence and help (in direct and immediate ways) the applied field (the practitioners) of adult education.

It seems to me that our really significant influence and help are supplied indirectly over the long run through our teaching, our research, and our assistance to student research -- through our development of the body of knowledge about the field, and through our graduates. Consequently, most of the direct and immediate ways of influencing and helping the field of practice seem fairly low priority for the Commission and its members compared to the objectives of improving graduate programs and research. These activities, then, may be of peripheral concern, but will rarely be of central concern, to the work of the professors. Probably we should encourage other organizations to accept the responsibility for most of these activities.

Here are some activities designed to influence and help the field directly and immediately.

1. Bring together any organization (including a government agency) that is seeking an appropriate individual as a consultant and those members of the Commission (and perhaps their present and past students) who are especially interested in such an assignment. Our current activity is the skill bank.

2. Help AEA and other professional organizations develop and change appropriately.

3. Develop a statement of Commission policy or recommendations on certain crucial issues that are especially relevant to professors, in order to influence government, AEA, etc.

4. Publicize career opportunities in adult education. That is, recruit good people to enter the field as practitioners or perhaps as researchers. Current activity: arranging for distribution of our brochure about career opportunities. This is a brochure about careers only, not about graduate study.

5. Ensure that adult education has an important position in the Education Commission of the States, Phi Delta Kappa, and other organizations.

6. Influence public policy concerning educational television.

THE TEACHING-LEARNING TRANSACTION

A PERSONAL INVENTORY

I. WHAT DOES IT MEAN FOR ME TO LEARN?

1. How do I learn?
2. What kinds of learning have I undergone?
   a. Learning facts and ideas (give personal examples)
   b. Learning new skills (give personal examples)
   c. Learning new values, attitudes, interests (give personal examples)
3. How do I know when I've learned? What is my personal criteria for learning?
4. What experiences have I learned from?
   a. What did I learn from these experiences?
   b. Why did I learn from these experiences?
5. What classes have I learned the most from?
   a. What factors and conditions (teacher, methods, my motivation, subject, etc.) seemed to contribute to this intense learning experience?
   b. What classes have I learned the most from?
6. Has most of my significant learning taken place as a result of: 1) classes I attended; 2) personal reading; 3) discussion with friends; 4) preparation for my own teaching; 5) personal experiences; 6) some other personal or group activity (specify)?
   a. Try to rank these learning experiences in terms of their relative experiences to you.
   b. Discuss the reasons why some types of learning experiences have been more meaningful than others?
7. How much do I know about "how I learn"?
   a. List any generalizations you can about how you learn most effectively.
   b. You might keep in mind the following variables:
      1) The type of learning I've been engaged in (subject-matter, new skills, new attitudes, etc.)?
      2) My motivation in learning (degree, salary schedule, job, personal interest, personal problem-solving, etc.)
      3) The general principles of learning (the psychology of learning) - to what extent do they apply to me?
      4) The life-stage at which the learning took place (child, adolescent, young adult, middle-age adult, etc.)
      5) Whether the learning took place under formal(classroom) or informal conditions.
      6) What kind of person (his personal characteristics) do I seem to learn from?
      7) The teaching methods and techniques that seem to be most effective with me.

II. WHAT IS THE KIND OF TEACHER THAT I AM TRYING TO BECOME? HOW CAN I BECOME THAT KIND OF TEACHER?

1. What is my personal view of the "ideal teacher"?
2. What personal characteristics does the ideal teacher have?
3. How does the ideal teacher view the "teaching-learning transaction"?
   a. What is the role and responsibility of the teacher? of the student?
   b. How does the teacher facilitate learning by the students?
   c. Is the teacher a "helper" (Rogers) or an "instructor" (Rickover)?
   d. What is the teacher trying to accomplish in the classroom (goals, objectives, etc.)?
4. What methods and techniques does the ideal teacher use?
   a. Do these vary with: 1) subject matter; 2) grade-level; 3) intellectual ability of students, etc.?
   b. How important are methods and techniques of the ideal teacher (what you <u>do</u> vs. who you <u>are</u>)?
5. Is the ideal teacher "born" or "made"?
   a. Can most persons become an ideal teacher if they have the necessary motivation, training, character, etc.?
6. What kinds of things can I do to work toward becoming the teacher I want to be?
   a. What is the relative importance of: 1) subject-matter competence; 2) understanding the psychology of learning; 3) developing effective methods and techniques; 4) being a mature person?
   b. What long-range strategy should I set for myself? What types of activities would be included in this strategy?
   c. How can I effectively appraise my effectiveness as a teacher (engage in a continuing evaluation of my teaching effectiveness)?
   d. How do I learn how to learn?
      i. What understandings, attitudes and values do I need to develop?

SUMMARY--1968 SKILL BANK OF PROFESSORS OF ADULT EDUCATION

The first mailing of the skill bank questionnaire was on August 16 and a follow-up questionnaire was sent on October 4. Of the 60 professors on the Commission membership list, 50 (83%) responded. The following data reflect the percent distribution of responses.

1. How interested are you in providing consultative services--that is, in having certain requests that are sent to the Commission passed on to you?

| | |
|---|---|
| 4% | Eager |
| 58 | Definitely interested and willing |
| 26 | Willing, but desire not very strong |
| 6 | Reluctant, but might be willing to help out |
| 4 | Definitely not interested |

2. What sorts of consultative services are you especially willing to provide?

A. Program area and/or Institutional Context (Select three and rank in order of your priority of interest and/or competence)

| | |
|---|---|
| 58% | Graduate study programs in adult education |
| 28 | ABE/literacy education |
| 6 | Migrant/seasonal farm worker education |
| 32 | Community organization/development |
| 24 | International adult education |
| 10 | Public School |
| 24 | Community college |
| 38 | University extension |
| 28 | Cooperative Extension |
| 12 | Voluntary organization |
| 14 | Business and industry |
| 0 | Military |
| 0 | Civil defense |
| 4 | Library |
| 22 | Voluntary leader training |
| 32 | Other |

B. Content Specialty (Select three and rank in order of your priority of interest and/or competence)

60% Methods and Techniques (Please specify:

| | |
|---|---|
| 40% | Classroom methodology |
| 22 | Group dynamics/sensitivity training |
| 34 | Community organization and development, social action |
| 8 | Other |

10% Educational Technology (Please specify:

| | |
|---|---|
| 4% | Computer assisted instruction |
| 8 | Games/simulation |
| 6 | Video tape recorder |
| 6 | Audio-visual |
| 6 | Programmed instruction |
| 2 | Other |

40% Agency or institutional administration

76 Planning and development of educational programs

54 Program evaluation and action research

18 Other

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